

Connecticut Common School Journal.

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Ill health and other causes, have delayed the publication of this number of the Journal, and the transmission of the following circular. We hope however that school visitors will comply with the request of the Board as early and fully as possible.

The next number of the Journal will be issued early in March, and thereafter on the first of every month until the volume is completed according to the prospectus.

CIRCULAR TO SCHOOL VISITERS.

GENTLEMEN:

In place of the statistical information in the manner and form heretofore required of school visitors, you are requested to communicate to the Board your views respecting the present condition of the common schools, together with plans and suggestions for their improvement, in all or any of the following particulars.

I. PARENTAL OR PUBLIC INTEREST.

Under this head you are requested to state what proportion of the parents or legal voters of the society or districts attend the annual or other school meetings: the amount of money raised by tax or otherwise to support the schools in addition to the avails of public funds: the considerations which seem to govern in the selection of teachers, and in determining the length of the school: the amount of parental visitation to the schools while in session, and any other facts which will indicate the state of public or parental interest in the welfare of the common schools. In this connexion you are requested to notice whether recent legislation, and the measures recommended or prosecuted by this Board, have thrown any light on the condition of these institutions, increased the interest of parents and the community in them, and in any way promoted their usefulness.

II. DISTRICTS.

Under this head you are requested to notice any inequality in the means of common school education, arising out of the diversity of school districts in respect to territory, population, pecuniary ability or other causes, and how far the present mode of distributing the public money can be altered so as to give to every child wherever located, an equal opportunity to obtain a good English education.

III. SCHOOL HOUSES.

Any facts as to the location, construction, size, internal arrangement, light, ventilation, temperature, seats and desks of the district school houses, which will show their influence in these or other particulars on the health, comfort and successful study of the children, together with a particular description of such as are very good or very bad, are requested. The consequences of not having appropriate out-buildings, and play-grounds for both sexes, on the morals, manners and health of the scholars, should not be omitted.

IV. ATTENDANCE AND NON-ATTENDANCE.

After stating the whole number of children of the proper school age, you are requested as far as practicable

to say how many are in regular attendance in the district schools during the time they are severally kept: how many attend for periods equal to six, four and two months, and how many have attended in no school public or private, and what can be done to secure the regular and punctual attendance of children at school for a suitable period of time. Under this head you are requested to notice such objections as have been made to the introduction of a register on the ground of expense and trouble, and the advantages which might be derived from one accurately kept, not only as the source of all authentic returns to the Legislature and reports to the school society, but as an aid in securing the attendance of children at school, and exposing the neglect of parents and guardians in this particular.

V. EXAMINATION OF TEACHERS AND SUPERVISION OF SCHOOLS.

Under this head you are requested to notice any defect in the law, or its administration, as to the mode of ascertaining the qualifications of teachers, and of visiting the schools, and to propose any alterations which will give greater efficiency to this branch of our school system, such as county or senatorial district boards or superintendents.

VI. TEACHERS.

After stating the whole number of male, and of female teachers employed during the past summer, and the winter, you are requested to state your views as to their moral and intellectual qualifications, age, previous education, experience in teaching, their compensation, and success; also, the evils, if any, of changing teachers from male to female, and female to male, every season, and the remedy, and the advantages of employing female teachers for the year round for the small children. In this connection, your views on the policy or necessity of Seminaries for the training of teachers, of libraries and associations for their special improvement are desired.

VII. STUDIES.

Here you are requested to name such studies as are taught in all the schools, and such as are pursued in but few, and the extent to which they are pursued; the evil, if it exists, of neglecting the primary studies, and crowding children forward in the more advanced. Any peculiarity in the methods of teaching any of the common school studies, and especially such as lead to correct habits of observation, reflection and judgment, and to a practical knowledge of the great instruments of self culture, and of business, the English language both in speaking and writing, and mental and written arithmetic.

VIII. BOOKS.

After specifying the number of different books used in the different studies, and the evils and expense attending the multiplicity and change of books in the same school you are requested to propose a remedy.

IX. SCHOOL APPARATUS.

Under this head you are requested to mention how extensively black boards and other apparatus are now used, and the advantages to be derived from their general intro-

duction into schools; also, the various uses to which the slate in the hands of the young children is now or can be put, thus affording them innocent and useful employment.

X. GRADATION OF SCHOOLS.

You are particularly requested to consider the practicability of reducing the number of classes in any one school, arising out of the variety of ages, studies and books, of preventing the too common neglect of primary branches and the young children, and of securing a greater permanency in the office of teacher, by placing the younger children in the primary studies by themselves under female teachers, and the older children under male teachers qualified to teach the more advanced studies, and how far this can be done. 1. by employing two teachers in the populous districts; 2. by a union school for the older children of two or more adjoining districts, leaving the younger children in the present district schools; or 3, by a central school, or schools for the older children of the whole society.

XI. PRIVATE SCHOOLS.

Under this head you are requested to include the number, origin, studies, expense and influence on the common schools, and the community generally, of that class of private schools, that occupy the same ground which every complete system of common schools should cover.

XII. SCHOOL DISTRICT OR SOCIETY LIBRARIES.

After stating the number of books and the terms on which they are accessible to the older children, and adults generally, apart from private libraries, you are requested to state the difficulties in the way of establishing libraries of well selected books, to be owned by each district, or by the society or town, and to pass in succession through the several districts.

XIII. LECTURES AND OTHER MEANS OF POPULAR EDUCATION.

Under this head you are requested to notice any means of instruction which have been accessible and enjoyed, in your society, which are not before included, such as lectures, debating societies, classes for mutual improvement, &c., and their influence, with the practicability of increasing them and making them more useful.

XIV. CONTROVERSIES AND LITIGATION.

Under this head you are requested to mention any local controversies or legal disputes, which disturb the harmony of the society or the district, cause expense, and impair the advantages of the children, and to propose some way of settling them as they may hereafter arise.

XV. ALTERATIONS OF THE SCHOOL LAW.

You are further requested to propose any specific alterations in the organization of our common school system, in the following or any other particulars:—

1. School Societies, their limits, powers and duties.
2. School Districts, their formation, alteration, limits, powers and duties.
3. School Society Committee, their number, appointment, powers and duties.
4. Visitors or Overseers of Schools, their number, appointment, powers, duties and compensation.
5. District Committee, their number, appointment, powers and duties.
6. Schoolhouses, their location, and mode of sustaining the expense for building and repairing.
7. Union and High School for the older children and more advanced studies, mode of establishing and maintaining.
8. Teachers, their qualifications as fixed by law, mode of ascertaining the same, and their authority in and out of the schoolroom.
9. Length of school, in summer, and in winter.
10. Attendance of children at school under 16 years of age, and especially of those engaged in factories, or as apprentices.

11. Distribution of public monies, with or without condition, according to the number of children in the society or district, or in the schools for a certain length of time, &c. &c.

You are respectfully requested to communicate your views to the Board, on the present condition and the improvement of our common schools, in all or any of the above particulars, and in any other which you may deem important. It is desirable that your views should as far as practicable be presented under the above heads, both for convenience of reference and comparison. Even where you may not find it convenient to consider the several topics at much length, you are requested to communicate such facts as you have, and to express some opinion, even though it should be brief, and unsupported with your reasons for entertaining it.

You are further requested to invite teachers, and other persons practically acquainted with the subject, or interested in the more extensive usefulness of the common schools, to communicate their views to the Board, who are anxious to gather the suggestions and plans of the wise and experienced of their fellow citizens in every part of the state.

All communications in reply to this circular can be transmitted directly to the undersigned at Hartford, as early as your convenience will allow. To be of service to the Board and the Legislature at the ensuing session, they should reach this office early in April.

By order of the Board of Commissioners of Common Schools.

HENRY BARNARD, 2d., Secretary.

Hartford, Feb. 15, 1841.

"BETTER TEACHERS" AND BETTER PAY.

The following passages are extracted from a communication lately received from an educated, experienced and successful female teacher, and which was called forth by an article in the former number of the Journal relative to the demand for "better teachers."

I received two papers from your office yesterday, and have given them a hasty perusal. You speak of the want of competent teachers, and undoubtedly it is so. But why is it thus? Is not the grand secret this—you require much, but pay little; you offer no inducement worthy of attention; you require fine talent and high qualification, yet their compensation is no more than the "hewers of wood and drawers of water" receive.

Much has been done to raise the standard of common schools; and "better teachers, better teachers," is the cry every where raised. The inspectors, usually intelligent men, conscious of their duty, have not failed on their part. The requisite qualifications are now double what they were ten years ago, or even six. Then the female teacher was seldom questioned beyond the ground rules of Daboll; now she is asked the demonstration of the cube root with as much gravity as if she was to receive a thousand dollar salary. Still the wages remain stationary; for those who supply with funds, protest against the high prices.

Now I would not complain of a high standard. It ought so to be; but while one is done, the other ought not to be left undone. While this state of things exists, they may continue to call for good teachers till doomsday, without having their wants supplied. There is also a wide difference made between male and female teachers in the same situation. Many of our best females have both ability and resolution to manage our winter schools with success; yet when male and female are teaching side by side, and their schools equally good, the female receives but a shameful pittance; and were it not for the honor she receives, during the summer months, of tramping the street for her board, would prefer to "tend her father's dairy."

To illustrate this, permit me to give you one example. In one district of this town, there is a large school, composed of the large and small scholars. A very able male teacher was employed. In another, the school was smaller in number, but of the same variety of age; several boys were larger than yourself, together with some quite unmanageable negroes; and in this district a female teacher was employed. The schools were visited the same week, the improvement of one was pronounced by the committee equal to the other. The male teacher receives 25 dollars, the female 8 dollars per month, with their board. I mention this, that you may see the encouragement offered to good female teachers. A.



For the Journal.

SCHOOL APPARATUS.

The following descriptive remarks on the New York School Apparatus, are communicated by Professor Haskell, and although they have special reference to his own collection, will indicate the use of similar apparatus by whomsoever made.

The round text copies, and copies for beginners, being on binders' board and varnished, will last for an indefinite length of time; and they are not liable to be soon defaced, as dirt and ink can be easily washed off.

The card for holding the pen will save a teacher much trouble in preventing bad habits on this subject, which are not easily corrected.

The arithmetical cards, of thirteen folio pages, contain a title page, an ornamental caption to each rule as far as Interest, a summary of each rule under the caption, and examples of the manner of setting down sums in each rule. Each caption differs from the others in hand-writing, flourishes, &c., and altogether furnish a fine sample of every variety of writing, and of beautiful figures.

The arithmetical card with moveable counters, is furnished with an explanation detailing its uses.

The five inch globe contains a distinct outline of every kingdom in the world, with the name of every kingdom, and the names of a considerable number of capital places, and other important matter. It has an hour-circle at the top for working a few problems. With the moon attached, revolving in an inclined orbit, and a lamp for the sun on a pedestal containing the zodiac, which is the form in the common school apparatus, the whole doctrine of day and night, the seasons, eclipses, and the passage of the sun and earth through the signs of the zodiac, can be explained. A wire hoop with a short handle is furnished, to be held over the globe as a moveable horizon. It may also be made to represent the circle of light in explaining day and night. The uses of this machine are explained in the Lessons on Astronomy.

The three inch globe contains nearly as much matter as the five inch, in a very distinct form, and is used in the Tellurian. On a simple pedestal, it forms a useful family article, and is inserted in the box of family apparatus.

The two and a quarter inch globe contains considerable matter, and is used in a Tellurian, and other articles, and also separately, as a child's article.

Arrowsmith's large map of the world, which is larger by several inches in the diameter of each hemisphere than any other globular map ever published in the United States, was the best, when first published, that had ever been issued in England. It has been laboriously corrected to the present time. Strongly painted, and pasted on the walls of a school room, it will strongly impress the great features of the world on the minds of children, and be very useful to teachers. In this form it will be very durable. How can four dollars be better expended than by putting it on the walls of every school room?

The globular revolving map of the world is an original contrivance of the proprietor. Maps of the world in school

atlases, are always small. A larger map of the world is a valuable school article. This map, which is nineteen inches in diameter, is put up in a form much more durable and convenient than if it were on rollers; and it possesses the peculiar convenience of showing, even to a child, how the parts of the world on a common map come together. It presents considerably the aspect of a large globe, and is in some respects a substitute for it; and being on a larger scale, it forms a valuable auxiliary of a small globe. This map presents a view of each country in the world, so large as to be distinctly seen across the room, excepting the particular United States, which are not laid down, and the kingdoms of Europe, which are necessarily small.

The maps of the United States and of Europe supply the deficiency; and altogether exhibit a clear outline view of all the countries of the world, with very many particulars respecting them.

Whenever recitations or examinations in geography are had, it is important that a teacher have a map which he can hold up to the view of his scholars, that every fact may receive a proper location, and be firmly fixed in the memory. These maps, being put up on stiff board and strongly painted, are peculiarly fitted for this purpose.

The map of geographical terms, being on a large scale, will impress the definitions on the minds of children. The correspondent portions of land and water, as the peninsula and the sea,—the isthmus and the strait,—the bay or gulf and the cape,—are placed side by side for comparison.

The map to illustrate ancient history is a large and connected view of all the countries known to the ancients, and contains, in lines of different colors, the marches of those distinguished commanders, Alexander, Hannibal, and Julius Cæsar. Ancient maps are not so common in schools as modern maps, but are essentially necessary to the study of ancient history. It is an advantage in this map, that it presents all the countries in their connection with each other.

The large map of mountains, twenty-six by twenty inches, presents, in different colors, those of North America, South America, Europe, Asia, and Africa. In the margin, referred to by numbers, is the country and latitude in which they are situated, their height in feet, and other particulars. It is well calculated to fix a permanent impression of the relative heights of the different parts of the world.

The cylindrical revolving Mercator's chart is designed to aid in explaining the principles of that projection. Such maps are very frequently inserted in atlases, and it is desirable that scholars should understand them. By comparing this cylindrical chart with the common globe, the subject may be made plain.

In the card of geometrical figures, the different figures are painted in different colors, by which their form is rendered more distinct and impressive; and small dotted lines are attached to the figures, which are of important use in explaining the reasons of the rules for the measurement of the figures. In the eclipse, a string is inserted through the foci to show the manner of describing, and the nature of this figure. The Lessons on Geometry, accompanying this card, can be furnished as a text-book for scholars, if it is desired.

The protractor, though a slight article, will be fully sufficient for explaining the manner of laying off angles by that instrument.

The machine to illustrate angles, chords, sines, tangents, secants, &c. will be found useful in explaining these things, and the nature of the line of chords, and the measurement of angles by it. It will be seen by it that the chord of sixty degrees is always equal to radius; that a line of chords, constructed upon a large, and another upon a smaller circle, will give the same measurement of an angle; and that a circle described with the chord of sixty will always be the circle to which that line of chords is constructed.

The most important *Geometrical Solids* are furnished, some of which will be found particularly useful in explaining mensuration.

The astronomical apparatus is, in many respects, original in its construction, and will be found to be very complete.

The largest *planetarium* is encompassed by four signs of the zodiac on arms, a large wire hoop passing around the middle of the zodiac, representing the celestial ecliptic; another similar wire-hoop, representing the orbit of a planet, crossing

the ecliptic; and two semicircular wires crossing each other at right angles, and containing stars, representing the concave. The earth, which is covered with a neatly engraved globe, is completely fitted up for explaining seasons, day and night, and eclipses. Saturn's ring has a preparation to show its different phases. The ball in the centre for the sun, is fitted to be removed, and a lamp is furnished to supply its place for night use. The manner of using this machine, and others connected with it, is particularly explained in the Lessons on Astronomy, which accompany it. These Lessons may also be used to advantage by scholars while under instruction, and can be furnished for that purpose.

The planets in this and the other similar machines, are to be moved by the hand. This, it is believed, will be found more advantageous than if they went by machinery; though, doubtless, the prejudices of many literary men are in favor of machinery. Machinery is of importance but for the single purpose of exhibiting the motions of all the planets together, around a common centre, in different periodical times. This is a pretty sight; but this is one of the things in astronomy, the most easily apprehended. The children of an infant school, marching round on a diagram on the floor, exhibit this fact as well as was ever done by a planetarium. In regard to all the particular and difficult explanations, machinery is an incumbrance. If it is used, it will often take a long time to bring two planets in a particular relative position for a particular explanation; and, in doing this, the subject in hand will be confused by multiplied motions which do not belong to it. It will be of great use to require the pupil, after the teacher has given the explanation, to give it himself, and move the machinery with his own hands. Planetariums which are moved by wheel work, cannot be moved frequently by the hand, without getting out of order. Wheel work is peculiarly liable to get out of order, and in schools could not be easily repaired.

The planetarium without the encompassing zodiac and concave is a more convenient article to transport, and is the one which is attached to the astronomical set. It contains every thing, excepting the large zodiac; and has a zodiac upon the pedestal. A good substitute for the large zodiac will be found in other articles, as the armillary sphere and the machine showing the inclinations of the orbits of the planets and their nodes. *The armillary sphere* exhibits the circles of the sphere in different colors, the zodiac passing round the middle of the concave, and the system revolving within the zodiac, which consists of the sun and primary planets, moved together by the finger.

The machine showing the inclinations of the orbits of the planets contains three hoops, fastened together at two opposite points, and moveable. The outer hoop is of a different color from the rest, to represent the ecliptic. The inner hoop should be made to cross it at right angles, to complete the concave; and the middle hoop, representing the orbit of a planet, may be made to cross the ecliptic at different angles, to represent the inclinations of the orbits of the several planets. The points where the hoops cross each other will represent the nodes of the planets, and the wire connecting them and passing through the centre of the sun, the line of the nodes.

The orbit and plane of an orbit will make palpable an important definition, which, if it be not perfectly apprehended, will perplex the youthful inquirer through his whole course. By means of the *Armillary Sphere, with the earth in the centre*, the circles and zodiac can be explained; and it can also be shown, that by the daily revolution of the earth from west to east, while the heavens are stationary, the apparent motion of the planets from east to west will be exhibited, as would take place if the earth were fixed and the heavens were to revolve around it in twenty-four hours from east to west.

The Tellurian is constructed on the same principles as the earth in the planetarium, but on a larger scale. Beneath the earth in the larger ones, on the arm which supports it, is a diagram of the phases of the moon, as they will appear by the use of the lamp; and opposite the earth's place a pointer moves round, denoting the sun's place in the ecliptic, at the same time.

A *tide globe* is furnished, which may be used with the Tellurian or Planetarium, which will be found very complete for its purpose. Its uses are shown in the Lessons on Astronomy.

The machine, showing the earth as an oblate spheroid, has a globe in the centre, to make it more expressive; it is to be whirled with the finger, and it will flatten at the poles.

The machine explaining the moon's nodes has a large tin plane of the earth's orbit, and smaller planes of the moon's orbit, inserted in it at an angle, with representations of the sun, earth and moon.

The machine for explaining umbra and penumbra in solar and lunar eclipses, is formed on the plan of the common diagrams, embodied.

The five inch terrestrial globe, with a moveable horizon, rings of stars, &c., is an original contrivance, and will be found eminently useful. Many things can be made plain by it, which cannot be well explained by the common globe.—The moveable horizon may be made to represent the circle of light, in explaining day and night. Its uses are pointed out in the Lessons on Astronomy.

A correspondent *celestial globe* is fitted up to accompany the above; and when it is necessary to use it with a moveable horizon and rings of stars, the celestial can be put on the axis of the terrestrial globe. In explaining seasons, day and night, and eclipses, the rings of stars should be removed from the terrestrial globe. The *celestial globe* is also furnished on a simple pedestal, and contains distinct pictures of all the constellations, with all the stars of the first six magnitudes, which are all that are visible to the naked eye.

The uses of other articles will be evident. By passing small moveable planets, or small buttons representing the planets, round on the *diagram of the solar system*, conjunction, opposition, elongation, quadrature, direct and retrograde motion, &c., can be represented; and by means of the surrounding zodiac, the motion of the sun and earth through the signs of the zodiac can be explained. The spring, summer, autumnal and winter signs are painted in different colors. In this way it can be made to some extent a cheap substitute for a planetarium.

The frame of pulleys and levers is a neat and convenient article, and contains every variety of both. The balance has a preparation for placing the fulcrum above and below, as well as in the centre of gravity, to show that when it is above or below, the equilibrium would not be maintained, excepting in a horizontal position. A graduated scale, with cords extending between the sides of the machine, exhibits the relative rise of the weight and the power. The weights are all ounce, or half ounce balls, and exhibit to the eye their relative amount.

The wedge is fitted to the *inclined plane*, being of the same length, to show the relation between them; and the former opens by a hinge, to exhibit it as two inclined planes.

The screw has a revolving wire hoop, corresponding to its thread, at the distance of the length of the handle from the body of the screw, to show its relation to an inclined plane. If the weight were removed from the top of the screw to this hoop, the turning of the handle would exhibit an inclined plane pushed under the weight, which is equivalent to rolling the weight up an inclined plane.

In the blocks to show *the centre of gravity*, one of which is upright and the other inclined, a wire is fixed, which always keeps the line of direction; and it is seen that when it falls within the base, the body stands, and when without the base, it falls.

In the machine for showing action and reaction, several marbles are laid in close order near the middle of the horizontal wires, and one is rolled against them, when all will remain stationary, excepting the last, which will fly off, &c.

The intermittent fountain will only commence running when nearly full, and will run until it is emptied. *The syphon* is metallic, to be more durable.

The machine to show the resistance of the air has two vanes, inserted in a hub, with holes in the axis of the hub, at right angles with each other. When the axis is so inserted as to bring the vanes edgewise to the air, when whirled with the finger, it will run a long time. When the axis is so inserted as to bring their flat surface to the air, it will move but a short time.

The prism is large and hollow, composed of plates of glass inclosed in a tin frame. A large prism is much more interesting than a small one, as it presents a much larger view.—

The eye has lenses inserted in a ball or socket, so as to exhibit the inverted image of objects before it on a piece of ground glass, representing the retina. It is particularly interesting to see how objects enlarge as they approach, and diminish as they recede from it, and thus how greatly the angle of vision varies.

An electrical, air-pump and chemical apparatus are expensive and delicate, and probably few schools will procure them. They will be furnished, however, to order, as well as many minor articles not enumerated.

The best cheap substitute for expensive philosophical apparatus is excellent philosophical plates. The plates in common school books, from the low price at which these books are furnished, are necessarily very imperfect. Connected with this apparatus, are all the plates belonging to Imison's Elements of Science and Art, an English work of reputation, which print twenty-eight pages quarto and octavo, on all the departments of philosophy. These are put up on six large cards.

The proprietor is also the owner of the copperplates to Ferguson's Lectures on Natural Philosophy, containing forty-eight pages small quarto, of very interesting matter.

A box of family apparatus has been prepared, which contains a great variety of interesting and useful articles.

CLASSIFICATION OF SCHOLARS AND GRADATION OF SCHOOLS.

One of the principal difficulties in satisfactorily arranging the instruction in a school, arises from the necessity of joining several pupils in a class; so that the system is addressed to the mental average of a number of pupils, and not to individuals; the effects of sympathy and example, which are so powerful in youth, counteract, however, happily in a great measure, the injurious tendency of the arrangement just referred to. The necessity for adapting education to the gradual development of the mind of the pupil, as he grows older, is universally admitted, but the propriety of extending the application of the principle to minds of different constitutions, is by no means generally assented to; and, in the systems of most schools, any consideration of the difference in destination in life of their pupils, is entirely neglected. The division of schools, in reference to age, distributes them severally into infant, elementary, secondary, and superior schools, corresponding in the age of the pupils, to the limits of six, twelve, sixteen, or eighteen and nineteen or twenty-one years. An elementary education may with propriety, in a republic, be common to all, since peculiarities of mental constitution are not prominent at an early age; such at least is the general rule. As the diversities in the powers of the mind show themselves more definitely, by age and culture, the difficulties of applying a common education to a number of individuals, increase. The difference in the intended pursuits in life, determined by circumstances as well as by the natural powers of the individual, add to these difficulties, and it becomes more and more expedient to separate the schools designed to educate for different active employments. While the general direction of the instruction is thus determined, by the necessity for preparing the pupil for his pursuits in life, the details should be arranged as far as possible to suit the varieties of mental character. Parents usually determine at a more or less advanced age of their child, the general direction which they wish to give to his pursuits, and schools should be provided, accordingly, where the habits of mind and the knowledge necessary for the vocation of the youth, should be acquired. When a general preparation is thus made, the special knowledge necessary for a particular calling is easily added to it.

The Prussian system of schools, which is the best known, and has been most frequently the subject of commendation of any in Europe, while it supplies all the grades of education to which I have referred above, does so in what may be called a disjointed way, all the parts not being connected, and especially, the elementary schools not leading to the secondary. It is, however, far in advance of most other systems in its division of secondary instruction, according to the destination of individuals. Boys intended for learned professions, or to whose pursuits parents wish to give such a direction, are ap-

propriately educated in the thorough classical courses of the gymnasia, while those intended for occupations connected with the mechanics arts, manufactories, or commerce, pass the corresponding period in the study of science and the modern languages, in the institutions called "real schools." This system has found much favor, and the real schools are on the increase in Germany, and are spreading into other countries. It is no new experiment, having originated as early as 1747, and made its way slowly into favor among a people not addicted to change. It is remarkable that a plan, founded upon the same leading idea which gave rise to the establishment of "real schools," was proposed by Dr. Franklin as the basis of the Philadelphia Academy. Pres. Bache's Report.

National Education.—By Mrs. Austin, London, 1839. p. 162.

This little volume by the well known translator of Cousin's Report on primary education in Prussia, is intended to quicken and direct the efforts of the English nation, in behalf of a comprehensive and thorough system of national education, by a brief history and review of the new primary school system of France. We made a few extracts from it, in a former volume of the Journal. We add the following admirable passage from a circular of M. Guizot, the minister of public instruction, on the

TRUE DIGNITY OF THE SCHOOL MASTER.

"But this great work would remain sterile if it were not seconded by the animated, zealous, persevering co-operation of the true executors of the law—the primary schoolmasters. Called to a sort of priesthood, as humble in its form as it is elevated in its object, it is in their hands that the fate of this important law—we may say the fate of the country as regards popular education, rests. Nothing can be accomplished unless the village teachers, as well as those placed on a wider sphere of action, are profoundly impressed with the importance and gravity of their mission.

"Yet we have but too much reason to expect nothing from them but coldness and indifference. Deprived hitherto of all common and general direction, neglected, left to themselves, the schoolmasters of the people had reason to regard themselves as isolated laborers, whose toils no man thought of encouraging. Hence, they could but mistrust themselves and their work, and misconceive its importance and its dignity. Men who, feeling themselves daily disowned by the general apathy and recklessness, can yet find, in the testimony of their own consciences, and in the depth of their own convictions, a motive and a reward sufficient to make them persevere in obscure toil, and silently prepare for distant results, are most rare.

"It was, therefore, necessary—urgent—to raise, in their own eyes, this respectable class of men, devoted to the public service; to make them feel that, henceforward, however humble their station, their country has its eyes upon them; that the government does not forget them, but, on the contrary, seeks to connect them with itself, by an uninterrupted chain of powers,—to direct, encourage, and protect them.

"But we should mislead and deceive them, if, in the view of animating them, we excited their imagination and their hopes; if we directed their eyes towards an impossible future. This would be to substitute artificial and fragile springs of action for that steady and intense sense of duty, which alone can give to the teachers of the people the requisite energy and perseverance. A lofty soul and a calm, sedate imagination; energetic action in a narrow sphere; the capacity to comprehend a vast end, and a sincere resignation to an obscure lot,—such are the qualities required in primary schoolmasters. To inspire them with these sentiments, to make them understand these conditions of their noble mission, is the aim of the circular which I have addressed to them, together with a copy of the law."

The following passages are extracted from this circular.

"Let the importance and utility of your mission be ever present to you amidst the unremitting labors which it imposes upon you."

After stating what has been done to raise and improve the condition of schoolmasters, the Minister adds:—

"Yet, sir, I am well aware that all the foresight of the law, all the resources which lie at the disposal of power, can never succeed in rendering the humble profession of a village teacher as attractive as it is useful. Society can never repay to him who devotes himself to it, all that the society owes to him. There is no fortune to be made, there is scarcely any renown to be acquired, by the fulfillment of the weighty duties which he takes upon himself. Destined to pass his life in a monotonous employment, sometimes even to

meet with the injustice and ingratitude of ignorance, he would often sink into dejection or despair, if he did not seek strength elsewhere than in the prospect of immediate and purely personal advantage. He must be sustained and animated by a profound sense of the moral importance of his labors; the austere delight of having served his fellow men, and contributed in secret to the welfare of his country, must become the appropriate and worthy recompense which his conscience alone can bestow. It is his glory to seek for nothing beyond his obscure and laborious condition; to spend his life in sacrifices hardly taken note of by those who profit by them;—in short, to work for men, and to await his reward from God.

"But it is to you, Sir, that we look, above all, for the moral education of the children committed to you. Nothing can supply the want of the desire to do well. You are, assuredly, not ignorant that this is the most important and the most difficult part of your mission; you are not ignorant that every family which entrusts a child to you requires you to return him to its bosom an honest man, and to his country a good citizen; you know that virtue does not always accompany information, and that the lessons addressed to childhood may become pernicious if addressed to his understanding alone. Let not, then, the schoolmaster fear to invade the rights of parents by giving his first cares to the culture of the soul of his pupils. In proportion as he ought to guard himself from admitting into his school the spirit of sect or of party, or from instilling into children religious or political doctrines, which would set them, as it were, in a state of revolt against their parents, ought he to place himself above the passing discords which agitate society, and strive incessantly to propagate and to strengthen those imperishable principles of reason and of morality, without which the general order of society is in peril, and to plant deeply in the youthful heart those seeds of virtue and honor which age and passion cannot destroy. Faith in Providence, the sanctity of duty, submission to parental authority, respect for the laws, for the government, for the rights of all men, are the sentiments which he must endeavor to implant. He must never, by his conversation or example, run the risk of lessening the veneration due to virtue. He must never, by words of hatred or anger, inculcate those blind prejudices which create hostile nations in the bosom of one nation. The peace and concord which he maintains in his school ought, if possible, to secure the tranquility and the harmony of future generations."

In the connection we add a passage of Mrs. Austin.

"We venture to affirm that, as there can be no more glorious and religious task, so there can be none more difficult than to instruct the utterly ignorant; to know what to teach and how to teach it;—to cast away all irrelevant and inappropriate instruction, and efficaciously to give that which shall make the laboring man sensible to the dignity of human nature, and the resources which knowledge, reason and religion afford against the temptations, the evils, and the cares of his station;—to aid the influence of the positive precepts, the hopes and the fears of religion, by a distinct analysis, made intelligible to ignorance and to infancy, of the consequences to a man's own mind and heart of virtue and of vice; not to rest in saying, love God and thy neighbor, be just, be pure; but to show familiarly, and step by step, how we are to form ourselves to this love, this justice, this purity; what are the arts, the habits, the circumstances, that nourish in us these dispositions, or that corrupt or deaden them. We are aware that such a scheme of instruction will be called Utopian, but we are quite content to share that reproach with all who have ever desired with the strong desire of hope, to rescue man from this state of bondage to evil desires and brute habits, and to raise him to that "genuine freedom," the unity of will with duty, which it ought to be the end of education to effect, and we solemnly believe is within its compass to approach."

THE GOOD SCHOLAR.

In the first place, he is *punctual*. He will never be absent from school, unless it is absolutely necessary. He will be here at the hour, nay, at the precise minute; because he knows that it is very important to the order of the school, and still more important as a habit for himself. The boy who is behindhand here, is almost sure to be behindhand in every thing, all his life. He who is slack, tardy, and irregular in attendance here, will not only be a poor scholar, but I should consider it a pretty certain sign that he will always be slack and irregular. I should have little hope of his ever being good for much in the world,—so much depends on early disposition and habit.

In the second place, the good scholar will be *diligent* in his studies. His lessons are his work, and like all other work, at any age, he must do it with all his heart and might, or he will do it poorly; he is a lazy boy, and that makes a lazy man, and that makes a poor creature, whether boy or man. He will work hard at his lessons, and fill up all the school hours

with them. Sometimes he may think them hard and dull, and he may not see what use they will ever be to him;—but no matter,—he expects to see when he is older, and he believes that they are the very best things for him to do, or else they would not be set for him by older and wiser persons. He knows that some how or other, if he is diligent, he will get the sort of knowledge which will make him a respectable man hereafter, in whatever trade or calling he may have a taste for. There is many a young man who is very desirous of going into a certain line of business; but he cannot; he is not fit for it; he could not carry it on well; people will not employ him in it; and a principal reason is, he would not study at school, and has not got the necessary education;—and he must suffer disappointment and mortification all his life, for the negligence and idleness of his boyhood. The good scholar foresees this, and is wise in time. Or, if he does not think any thing about the future, he will be diligent, because *it is his duty*. He has a conscience about it, and takes satisfaction in doing his duty and doing right. He knows that such a course must end well for him, and will be a great happiness to his teachers, parents, and all who care for him.

In the third place, the good scholar will be *obedient*. He will be careful to observe all the rules of the school, and orders of the teacher. He knows that the teacher of a large school has labor and perplexity enough, without obstinacy, disorder, and mischievous and unruly behavior in the scholars. He knows that his own place is to obey, to give no trouble, and by his good example and influence in the school, to be an assistance and a source of satisfaction and relief to the teacher. He is young, and the teacher is older, and he takes it for granted that the rules and orders are wise and necessary;—and that there are more fit opportunities for him, elsewhere, to show his courage and independence. And yet he will not be a turbulent and disorderly fellow, any where. A good-natured and prompt obedience, without sulkiness or deception, is a prime virtue in a school boy. It is a great happiness to the teacher, and an excellent sign in a school, when compulsion and punishment are not found necessary.

Then, again, there are some things which do not relate directly to the lessons or discipline of the school, but which will always mark the good member of it. Out of school hours, on holidays, every where and always, I should expect to see him so behave as to do credit to the school he belongs to, and the instruction that is given him. He will come to school, neat, and cleanly in his person and dress, so far as depends on himself. There is a bad sign in being dirty and slovenly. He will be civil and respectful, in his manners and language, to those who are older than himself, and pleasant, accommodating, good-natured, just, and kind, among his companions;—not quarrelsome, nor selfish. We do not hear from him a brawling, blackguard voice, in the streets and play grounds, nor any indecent or profane language, which, above all things, is a shame to any boy or man, and a disgrace and a pest, in any school. When we see, as we sometimes do,—and very painful it is to see it,—an idle boy, swaggering along in the street, or hanging around public places, with a vile segar, perhaps, in his mouth, or roaming over fields and through by-roads, on Sundays,—disfiguring fences, breaking trees, and trespassing on orchards and gardens,—growing up in ignorance and conceit, dealing out scurrilous slang, and filthy jests, and horrible oaths, thinking his conduct all manly and to be admired, when, alas! it is only beastly and disgusting,—when we see such a boy, God forbid that he should prove to be a member of this school. If such or any thing like it, be a sample of what is found in our schools, we might as well have thrown our bricks and mortar and money into the creek, as to have built this house with them. But it will not be so;—it must not be so. Perhaps I owe you an apology for suggesting the possibility that any boy here can sink so low as that. Shame on you, if you suffer such disgrace to come upon a school for which we have done so much, and from which we hope and expect so much.

I have described to you the good scholar. Let that be your mark. I say to each one, be you that boy I have described; do you be punctual, diligent, obedient, civil, kind, true, decent and orderly and amiable in your whole deportment. *Do your duty*, boys; there is nothing like that for your honor and hap-

piness. Do your duty to the town, your parents, teachers, and one another, and yourselves. Do your *duty* here,—that is the manliest thing,—and a blessing will follow you here, and wherever you go hereafter. *Mass. C. S. Jour.*

THE USEFUL MINISTER, AND THE MAGNANIMOUS BOY.

The town of ——— lies upon some of the boldest, roughest hills of New England, surrounded by scenery of the most imposing character.

But the town possesses other advantages of an intellectual and moral character, which cannot but have some good effect, especially on the young. The schools, I believe, are in an unusual state of forwardness, owing in some degree to a liberal fund left for their aid by a former wealthy clergyman of the place, now deceased. Libraries too were the subject of his benefaction, if recollection rightly serves. But the most distinguished means of improvement, are the efforts and personal character of one of the present clergymen. He has been settled somewhat over twenty years. Very early in his ministry he commenced a juvenile library, which has steadily increased, and is the largest collection of the sort that I have ever seen. Through this a universal taste for reading has been generated in the young mind. All under the age of thirty, down to childhood, cannot but have received improvement from this, and manifest it in their conversation and daily walks. Libraries of a higher character have also been established under the direction of the same individual. One of these is worthy of particular mention, as it is uncommon, viz. a scientific library, including all the volumes of one of the great cyclopedias. The farmer at his fireside perusing works like these is surely in a fair way to get the better of that all-prevailing mammon-service of which complaint has been made. Again my clerical friend is a devotee to the natural sciences, and by example and precept has disseminated some taste for these subjects among his people. With Botany and particularly Entomology, he is minutely familiar. When his parishioners come to his study to exchange books, (he being general librarian,) they occasionally linger over the cabinets of insects, shelves of minerals, and collections of plants and flowers, thereby themselves catching a taste for the charming studies of nature. It is particularly interesting, to observe the children hang with wondering delight over the glories of the floral kingdom and the insect tribes, before they trip away with their exchange from the book-shelf. The little folks are thus led not only to observe the flowers of the field more critically, and to chase the 'blossom of the air,' as Bryant calls the butterfly, but to look sharply after the comparatively despised bugs of the sod, and worms of the dust,—finding the Divine skill, beauty and perfection where most never think to stoop for them. Now and then the little philosopher imagines he has found a specimen, which his minister does not know of, as he has not seen it in his collections, and away he runs to surprise the good man with his discovery.

Early on one summer morning I was travelling in a chaise through this mountain town. I had arrived near the outskirts, when I fancied that I heard a singular noise, but did not then stop or look out to see what it might be, as I was in particular haste to my destination. I drove rapidly on. But soon the noise again startled my ear, and seemingly the shrill scream of a human being. Still driving on I leaned out of the vehicle to learn whence came the piercing sound. I then discovered a boy pursuing me at the top of his speed, and crying after me to stop, which I now did. He came up nearly exhausted by half a mile's run, with his bosom all open, and his face all reddened with the heat and reeking with perspiration, and he pantingly exclaimed 'you are losing your trunk sir.' At this information I leaped out, and surely my trunk was in a deplorable condition. It had been fastened beneath the axle-tree. But one of the straps had got broken, and it was dangling by the other now almost wrested off, having been knocked against the stones and dragged through dust and mud till it was a sorry sight. I requested my benevolent informer to stand at the horse's head till I should put it into safety. Of course such a boy, or any boy, could not but do this under such circumstances. When ready to start again, in spontaneous gratitude I held out a piece of money, of more tempting value

than our smallest silver coin; and lo! the little fellow drew back, and straightened up, and with a keener eye, and almost an offended tone, exclaimed—"Do you think I would take pay for that?" I could not prevail on him to receive the least compensation. I went on my journey rejoicing in the accident, although it was to cost me the repairing of my torn and bruised trunk. It had made known to me one *magnanimous boy*. For, how many much slighter favors had I received from the young, who capered away insensible to the pleasures of doing a kindness, in the satisfaction of 'taking pay for that.' Ay, thought I, this boy is an honor to the common school; he is a christian learner in my friend's Sunday school; he is a diligent reader of the juvenile library. Blessed pupil of a blessed pastor! thy getting is the true and the best one, that of understanding; to thee 'wisdom is the principal thing.' How many, many times since have I thought of that boy, and wished that I knew his name, and could trace his onward course. How many times in my wanderings and stoppings within sight, even within the most distant glimpses, of the peaked crown of that proud old hill king, have I thought of that grand, that royal-spirited boy. That mountain, by natural association, is to me a most fit monument to one magnanimity, towering above many meannesses.

Ye boys, and indeed ye men, of our country, to whom the moral of my story may apply, I pray you, when you shall perform a little favor spontaneously, or even by request, let your souls stand up in true nobility—in the heavenward grandeur of disinterestedness, and say in the spirit, "*Do you think I would take pay for that.*" *Ch. Register.*

THE FATHER.

"He should be the presiding genius at the domestic board, and let his influence be felt through all the channels in which it can be made to flow there, in the formation of the character of the household, and especially of the younger members of it. And yet how often do many of our most affectionate, intelligent, and even pious fathers, fail in doing their duty in this respect.

"How often has the faithful wife to conceal her disappointment, and sometimes to repress her tears, while, after toiling to render *the only hours of the day* that bring her husband and the little ones whom they love together,—the occasions of happy domestic enjoyment, of mutual improvement, and of a father's instructions and discipline,—she finds him full of a restless impatience to have the meal ready even before the appointed time; hurrying through it himself in silence, or if speaking, using only the necessary household words, with an occasional suggestion to others to make that despatch, of which he sets so striking an example.

"The children, too have been made ready by maternal care; neat in their appearance, and smiling in their look, to greet on his return, one whom they reverence and love, and to gain if possible, a moment of his attention. But business presses—letters must be written—customers must be secured—bargains must be made—money must be saved or accumulated—and the wife and children are neglected. Had not the father better be the poorer at the end of the year, by some hundreds or thousands, than thus to sacrifice to mammon the dearest interests of the little flock which God has entrusted to his care? He knows not what he loses, till he makes a fair trial of doing his duty in this particular—how much of positive enjoyment, daily, of the purest and most exquisite kind; how much of the affectionate attachment of his wife and children; how much of one of the most favorable of all his intercourse with them, for elevating his own character in true politeness, in benevolent feeling, and in intellectual and moral culture. *Mo. Mag.*

PICTURE OF AN IGNORANT FAMILY.

Foster, in his excellent Essay on the Evils of Popular Ignorance, has sketched with his usual power, an appalling picture of the ferocity and misery of a family destitute of religious and mental culture. After describing such a family—the menaces and imprecations of the parents, their want of resources for engaging and occupying, for amusing and instructing, the younger minds; and the strife, rudeness, and insubordination of the children—he adds:—

"Now, imagine a week, month, or year, of the intercourse in such a domestic society, the course of talk, the mutual manners, and the progress of mind and character; where there is a sense of drudgery approaching to that of slavery, in the unrelenting necessity of labor, where there is none of the interest of imparting knowledge or receiving it, or of reciprocating knowledge that has been imparted and received; where there is not an acre, if we might express it so, of intellectual space around them, clear of the thick universal fog of ignorance, where, especially, the luminaries of the spiritual heaven, the attributes of the Almighty, the grand phenomenon of redeeming mediation, the solemn realities of a future state, and another world, are totally obscured in that shade; where the conscience and the discriminations of duty are dull and indistinct, from the youngest to the oldest; where there is no genuine respect felt or shown on the one side, nor affection unmixed with vulgar petulance and harshness, expressed perhaps in wicked imprecations on the other; where a mutual coarseness of manners, and language has the effect, without their being aware of it as a cause, of debasing their worth in one another's esteem all round; and where notwithstanding all, they absolutely must pass a great deal of time together, to converse, and to display their dispositions towards one another, and exemplify what the primary relations of life are reduced to, when divested of all that is to give them dignity, endearment, and conduciveness to the highest advantage of existence.

"Home has but little to please the young members of such a family, and a great deal to make them eager to escape out of the house; which is also a welcome riddance to the elder persons, when it is not in neglect or refusal to perform the ordinary allotments of labor. So little is the feeling of a peaceful cordiality created among them by their seeing one another all within the habitation, that, not unfrequently, the passer-by may learn the fact of their collective number being there, from the sound of a low strife of mingled voices, some of them betraying youth replying in anger or contempt, to maturity or age. It is wretched to see how early this liberty is boldly taken. As the children perceive nothing in the minds of their parents that should awe them into deference, the most important difference left between them is that of physical strength. The children, if of hardy disposition, to which perhaps they are trained in battles with their juvenile rivals, soon show a certain degree of daring against this superior strength. And as the difference lessens, and by the time it has nearly ceased, what is so natural as that they should assume equality, in manners, and in following their own will? But equality assumed where there should be subordination, inevitably involves contempt toward the party against whose claim it is asserted.

"The relative condition of such parents as they sink into old age, is most deplorable. And all that has preceded leads, by a natural course, to that consequence which we have sometimes beheld, with feelings emphatically gloomy,—the almost perfect indifference with which the descendants, and a few other near relatives, of a poor old man of this class, could consign him to the grave. A human being was gone out of the world, a being whom they had been near all their lives, some of them sustained in their childhood by his labors, and yet not one heart, at any one moment, felt the sentiment—I have lost (a father or a friend.) They never could regard him with respect, and their miserable education had not taught them humanity enough to regard him in his declining days as an object of pity. Some decency of attention was perhaps shown him, or perhaps not, in his last hours. It is a very melancholy spectacle to see an ignorant, thoughtless father, surrounded by his untaught children, at the sight of whom our thought thus silently accosts him: The event which will take you finally from among them, perhaps after forty or fifty years of intercourse with them, will leave no more impression on their affections, than the cutting down of a decayed old tree in the neighborhood of your habitation."

This, it must be confessed is a high wrought and most melancholy picture, but who shall say that it is exaggerated? Owing to the general diffusion among us of some degree of intellectual cultivation and religious knowledge and influence, originals are not, indeed, as common in this country as in some others; but the memory of many persons will doubtless recall

scenes and histories, which might be truly described or narrated in the words of the preceding extracts. And just in proportion as the lights of knowledge and the influences of religion are wanting in families, in the same proportion will their domestic intercourse approach towards a realization of that dreadful representation just presented, and sketched by a sagacious observer of mankind, as a faithful picture of the effect of ignorance on the family circle.

OBJECTIONS TO CLASSIFICATION IN SCHOOLS.

But not only is the stock of knowledge of our common school-masters extremely limited; they labor under the further disadvantage of being ignorant of the best modes of imparting to their pupils even the modicum they possess themselves. I was recently informed by the Superintendent of Common Schools in Pennsylvania,* that a teacher in that state told him that he had heard much of the advantages of classification in schools, but that, having tried it himself, he had found it was all folly, and that he was now satisfied that the only useful method of instruction was to hear the pupils recite their exercises one by one. Would you know the cause of so signal a failure of one of the simplest methods of economizing the labor of a teacher, and multiplying the benefits of instruction? Behold this gentleman's plan of operations! He divided his scholars off into classes, gave each an invariable position in the class, always commenced the recitation at the same end, and required as nearly as possible an equal proportion of the lesson to be recited by each member. Now, sirs, I ask you whether it requires the gift of second sight to perceive what this master's objection to classing his pupils was? Each, for the most part, learned only the portion that he supposed would come to him in the recitation. The objection, therefore, was, that classification had a bad effect on both the morals and the knowledge of the pupils, tempting them at the same time to use deceit and to neglect their studies. And this is but a specimen of the thousand and one errors in the modes of instruction, assuming as many different shapes and hues, which have arisen out of the ignorance and inexperience of teachers;—errors, which have degraded the profession of teaching and perverted its ends, which have tortured and dwarfed the intellects of learners, and contributed more perhaps than any other cause to that wide-spread indifference which is now the principal obstacle in the way of the adoption of improved systems of general education. *Wines.*

PATRIOTISM.

Patriotism is the first of republican virtues; not the mere sentiment of attachment to one's native soil, but the intelligent and hearty love of country, prompting to thought and effort for the country's welfare. This is the virtue of a freeman. Who expects the slave to love the country which will not own him for a man? The serf trodden into the soil, with nothing to lose or to gain by the vicissitudes of empire—who expects him to care for any interest out of his own cabin? Patriotism is the virtue of a citizen, a member of the commonwealth; not of a mere subject. The whole political duty of a mere subject, whether under a monarchy or an oligarchy, is summed up in silent obedience. Where society is divided into orders, patriotism in the lower orders is a dangerous affair—dangerous to themselves—dangerous to the state,—eminently dangerous to the established system. Hence, though Europe has had patriot-kings, and patriot nobles and statesmen, we hear of a patriot peasantry, only in connection with tumult and arms. Patriotism among the people, is, in the old world, another name for revolution; the faintest whisper of it "with fear of change perplexes monarchs." But with us, patriotism is an every day duty for every man. Every man, not dead to virtue, loves his country with a manly affection—thinks, reasons, inquires, acts for his country's welfare. He loves his country as the virtuous sovereign loves his kingdom, because it is his own, because its destinies are in a degree entrusted to his hands. His pride of ancestry is, not that he is born of better blood than his countrymen, but that he is born of the same blood with the men of "the heroic age," the men of Bunkerhill, of Bennington, and of Yorktown. His hopes, too, for his posterity, are all patriotic, not personal. His hopes for them are identical with his hopes for his country. That strong impulse which leads all men to care for their posterity in coming ages, leads him to care that these equal laws, this well ordered liberty, this universal diffusion of knowledge, these purifying and sustaining influences of Christian truth, may be perpetual.

Rev. L. Bacon.

*Mr. Burrows, one of the most able, judicious, and useful friends of popular education in the country.